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ABSTRACT

Each year since 1989, Johnson County Community College (JCCC) (Kansas) has conducted studies on student leavers-- students who have left the community college without graduating, who transferred to other institutions, or who have gained skills through career programs. The most recent study was conducted through mailings to students, of which 699 were returned (16%). Major findings show that 56% of students enrolled at JCCC for job-related reasons, 27% enrolled to transfer to another institution, and 14% enrolled to study topics of interest. Over 70% of students stated that JCCC attendance helped with critical thinking and problem-solving skills, as well as self-confidence. Many students also commented on an improvement in oral and written communication skills. Nine out of ten students said that they would attend JCCC again, and overall satisfaction rates were high. Forty-six percent of students left JCCC because they completed the necessary coursework required of them. Other reasons for leaving were financial difficulty, personal problems, or moving out of the area. Thirty-five percent of respondents had already earned a postsecondary degree, and more than 95% of JCCC students reported grades of a C or above. Appendices contain tables and charts presenting the detailed findings, and the survey instrument and cover letters. (CJW)

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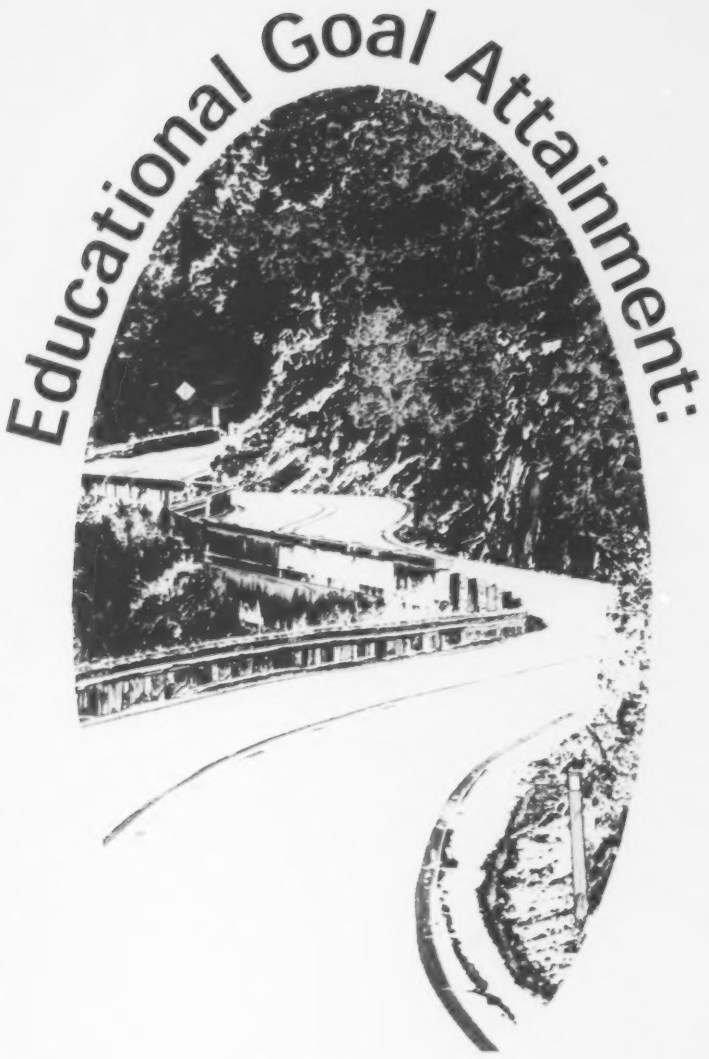

A One-year Follow-up Study of Nonreturning JCCC Students

Johnson County Community College
Office of Institutional Research

March 2001

TC010354

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EDUCATIONAL GOAL ATTAINMENT:

A ONE-YEAR FOLLOW-UP STUDY

OF NONRETURNING JCCC STUDENTS

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INTRODUCTION

Unlike many four-year colleges and universities, community colleges serve a diverse population with varying educational needs. Thus, it becomes necessary to incorporate measures other than graduation rates as components of a comprehensive community college assessment of institutional effectiveness.

In 1989 JCCC initiated studies of leavers--students who had been enrolled at JCCC during a specific period of time and had not graduated, transferred to another college or university, or left the college with marketable skills developed in one of JCCC's career programs. Results of these leaver studies primarily address four important issues: 1) achievement of former students' educational objective at JCCC, 2) satisfaction with JCCC experiences, 3) reasons for leaving JCCC, and 4) future educational plans.

Methodology

An unduplicated list of students enrolled at JCCC during fall 1999, spring 2000, or summer 2000 was compiled, then adjusted to eliminate students enrolled at JCCC in fall 2000. The resulting list was further adjusted to eliminate those falling into one or more of the following categories: 1) JCCC graduates and career program completers, 2) College Now dual-credit high school students, 3) transfer students, 4) former students who had completed less than 6 total credit hours at JCCC, 5) Burlington Northern students as identified by the "BN" code, and 6) Brown & Gold students.

These adjustments resulted in a target population of 4,360 short-term leavers. Two mailings were conducted, the first on November 11, 2000 and the second on December 19, 2000. A total of 699 former students returned completed surveys for an adjusted response rate of 16.0%.

A summary of major findings of the study follows. To enhance the usefulness of results, comparisons of findings of previous studies in this series have been provided where appropriate. A complete, tabular presentation of the results is provided in Appendix A. The survey instrument and cover letters are located in Appendix B. Questions and comments pertaining to this study may be directed to:

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MAJOR FINDINGS

Achievement of JCCC educational objective

* JCCC educational objectives for survey respondents differed somewhat from those of the JCCC student body as a whole in that over 56% of the respondents had enrolled for job-related reasons. Approximately 27% indicated they had planned to transfer to another college or university, 14% had enrolled to study topics of interest or for self-improvement, 2% to remedy or review basic skills, and the balance had attended JCCC for other reasons.

* Nearly 86% of respondents to the 2000 study had completely or partially achieved their JCCC educational objective, compared to 83% in 1998, 70% in 1996, and just 68% in 1994. Of those, nine out of ten indicated JCCC had helped them to achieve that objective.

Benefits of attending JCCC

* Over 70% of respondents indicated that JCCC had helped them to improve their critical thinking and problem-solving skills, and over 60% indicated their experiences at JCCC had enhanced their self-confidence, broadened their knowledge of the arts and sciences, and helped them to improve their ability to make constructive use of time.

* The majority of respondents indicated their JCCC experiences had helped them to improve their oral and written communication skills, their decision-making skills, and their ability to get along with others. Furthermore, the majority indicated their experiences at JCCC had expanded their tolerance for people and ideas and helped them to improve their ability to get along with others and clarify their values and goals.

* A greater percent of respondents who had completed 15 or more credit hours than those who had completed less than 15 credit hours at JCCC indicated the college had helped them improve in all of the cognitive and noncognitive student characteristics identified on the survey.

* A greater percent of older than younger respondents indicated that JCCC had helped them to improve their critical thinking, problem-solving, and decision-making skills, to clarify their values and goals, and to enhance their self-confidence.

* A greater percent of younger than older respondents indicated JCCC had helped them to improve their academic skills, their tolerance for people and ideas, their ability to make constructive use of time, and their ability to get along with others.

Satisfaction with JCCC

* Three out of four respondents to each of the past five studies indicated their experiences at JCCC had improved their quality of life and, if starting now, nine out of ten would attend JCCC again.

* Nine out of ten respondents to each of the past five studies would recommend JCCC to friends, and approximately eight out of ten would encourage their own children to attend JCCC.

Reasons for leaving JCCC

* The greatest percent of respondents indicated they had no need to return to JCCC because all desired coursework had been completed (46%).

* One in five respondents indicated they had not re-enrolled at JCCC because of work schedule conflicts. Other factors influencing the decision not to re-enroll were financial difficulties (9%), family or personal problems (9%), moving out of the area (6%), and lifestyle changes (5%). Only 2% of respondents indicated they left JCCC because they found the coursework too difficult or because of physical problems or illness.

Educational achievements and plans

* The majority of respondents already held a postsecondary degree or certificate, and fully 35% had earned at least a bachelor's degree.

* Over 95% of respondents reported earning JCCC grades of C or above, and 77% reported earning mostly A's and B's.

* Approximately two out of three respondents definitely planned to enroll in college courses again and, of those, 44% planned to re-enroll at JCCC. Another 25% of respondents were unsure about their future educational plans, and only 7% indicated no plans to enroll again.

Characteristics of respondents

* Respondents were predominately white, female, over the age of 30, and currently married.

* Eight out of ten respondents were employed, 14% were out of the labor force, and approximately 5% were unemployed and looking for work at the time the study was conducted.

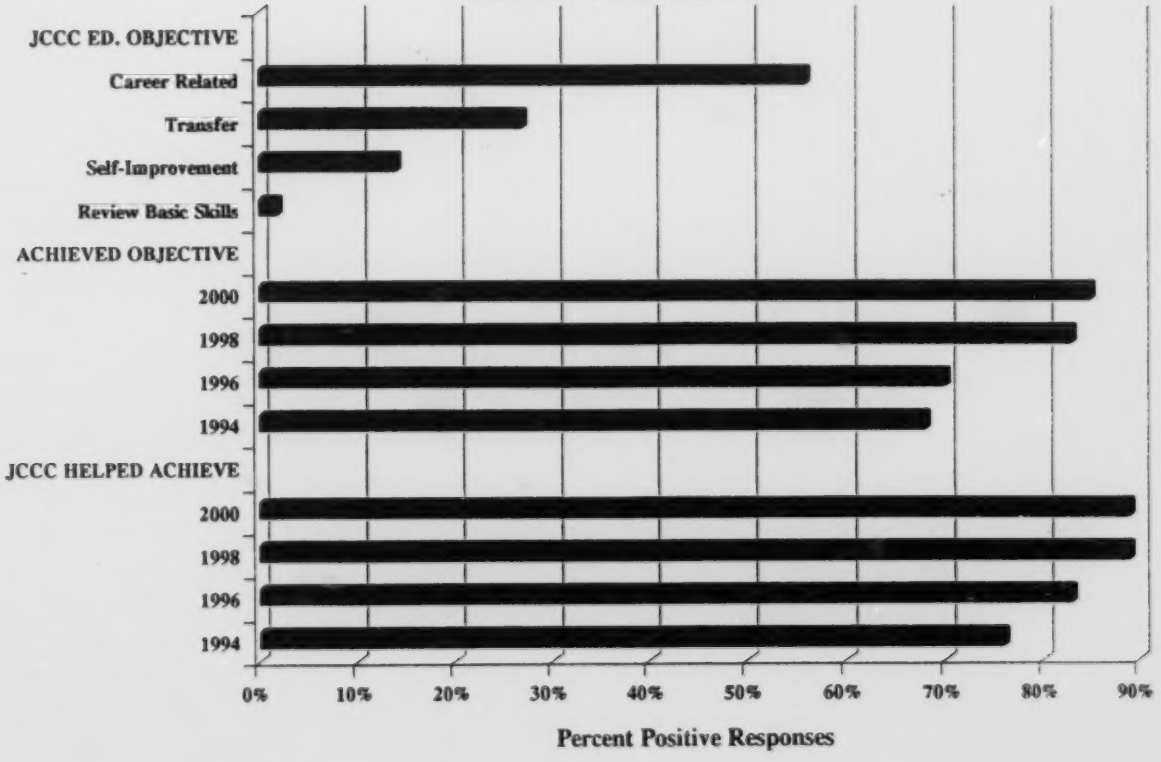
EDUCATIONAL GOAL ATTAINMENT

Did respondents achieve their educational objectives at JCCC?

As Figure 1 depicts, respondents clearly "got what they came for" at the college. Nearly 86% of respondents indicated they had completely or partially achieved their JCCC educational objective, up from 83% in 1998, 70% in 1996, and 68% in 1994.

The majority of respondents who indicated they had achieved their JCCC educational objective felt JCCC had helped them to achieve that objective in each of the years the study was conducted. See Table 3 in Appendix A for detailed results of findings.

Figure 1
Educational Goal Attainment

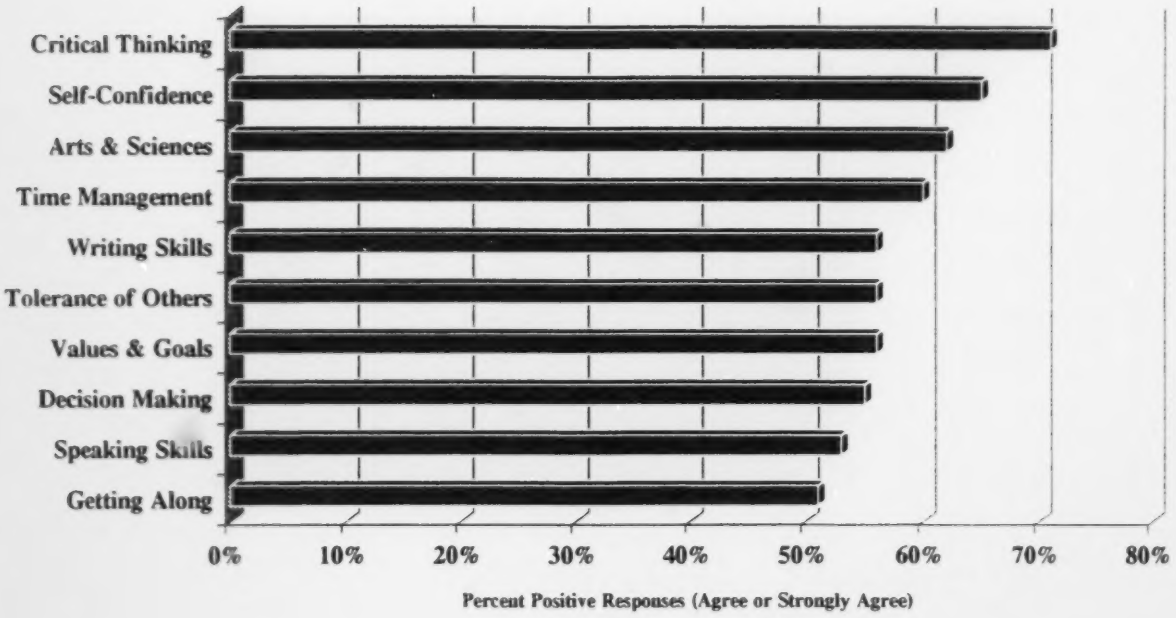


Which student characteristics were enhanced as a result of attending JCCC?

As Figure 2 clearly depicts, attendance at JCCC positively affected a variety of cognitive and noncognitive student characteristics.

Of special note is the fact that the majority of respondents indicated attendance at JCCC had helped them to improve in every category measured. See Tables 5 to 7 in Appendix A for detailed results.

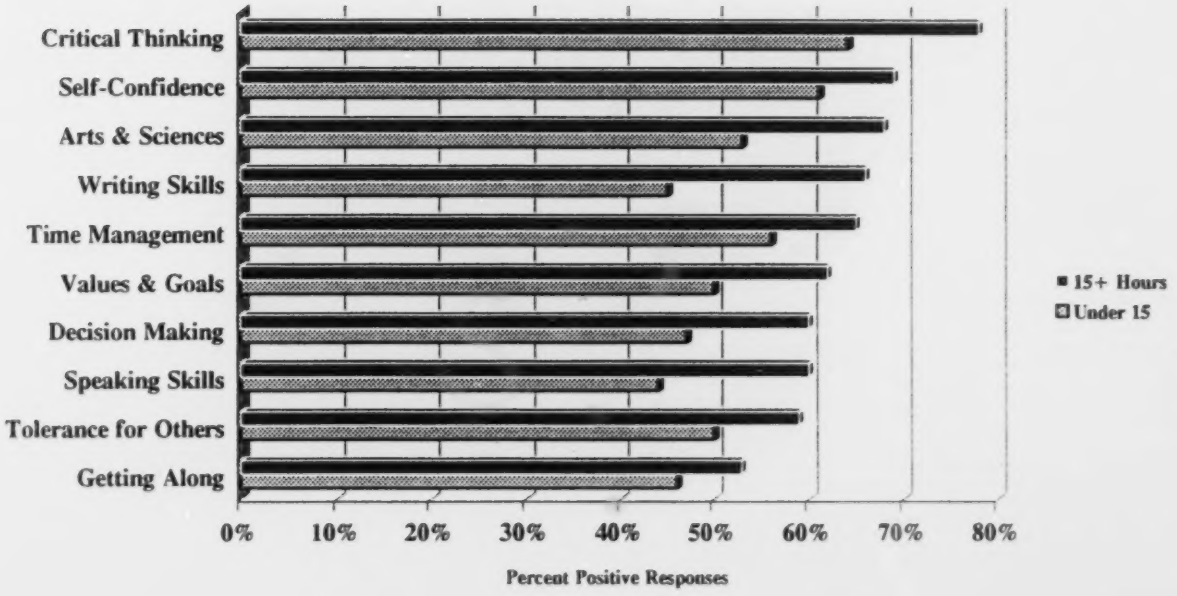
Figure 2
Characteristics JCCC Helped to Improve



PERCEPTIONS OF JCCC EXPERIENCES BY CREDIT HOURS COMPLETED

As Figure 3 depicts, the number of credit hours respondents completed at JCCC was directly related to their perceptions of the positive effect attendance at JCCC had on the cognitive and noncognitive student characteristics identified on the survey. See Table 6 in Appendix A for detailed results.

Figure 3
Perceived Improvements by Number of JCCC Credit Hours Completed



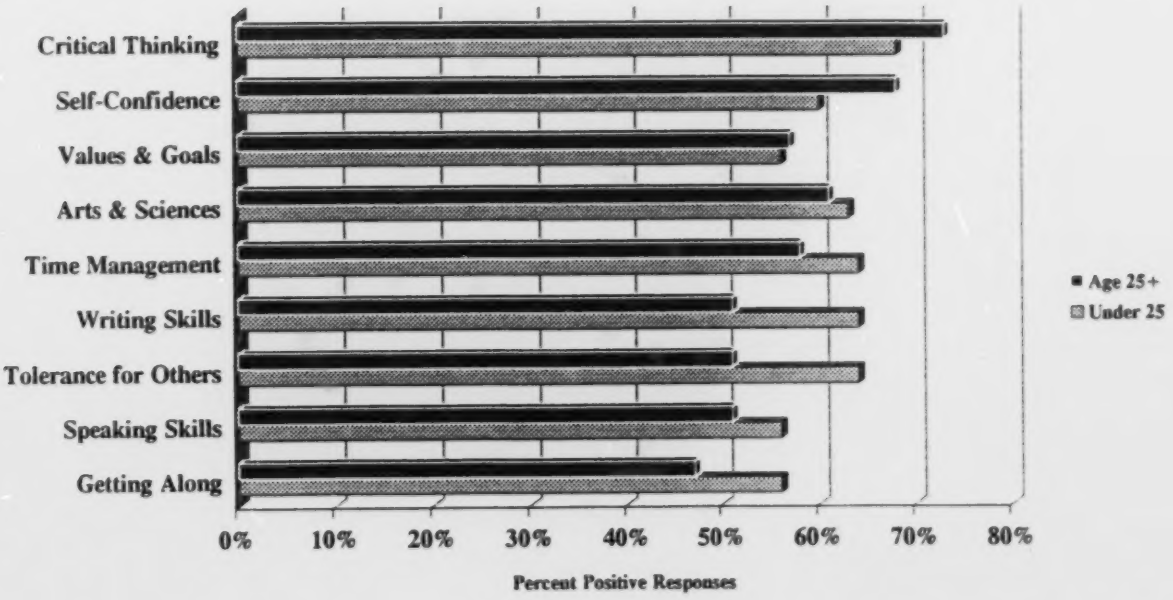
PERCEPTIONS OF JCCC EXPERIENCES BY AGE

Did age influence respondent perceptions of their JCCC experiences?

As Figure 4 depicts, age was also related to respondent perceptions of the effect of attendance at JCCC on several cognitive and noncognitive characteristics identified on the survey. More younger than older respondents reported improvement in their tolerance for people and ideas (64% vs. 51%), the ability to make constructive use of time (64% vs. 58%), the ability to get along with others (56% vs. 47%), written communication skills (64% vs. 51%), oral communication skills (56% vs. 51%), and knowledge of the arts and sciences (63% vs. 61%).

On the other hand, more older than younger respondents reported improvement in critical thinking and problem-solving skills (73% vs. 68%), self-confidence (68% vs. 60%), and decision-making skills (56% vs. 52%). See Table 7 in Appendix A for detailed results.

Figure 4
Perceived Improvements by Number of JCCC Credit Hours Completed



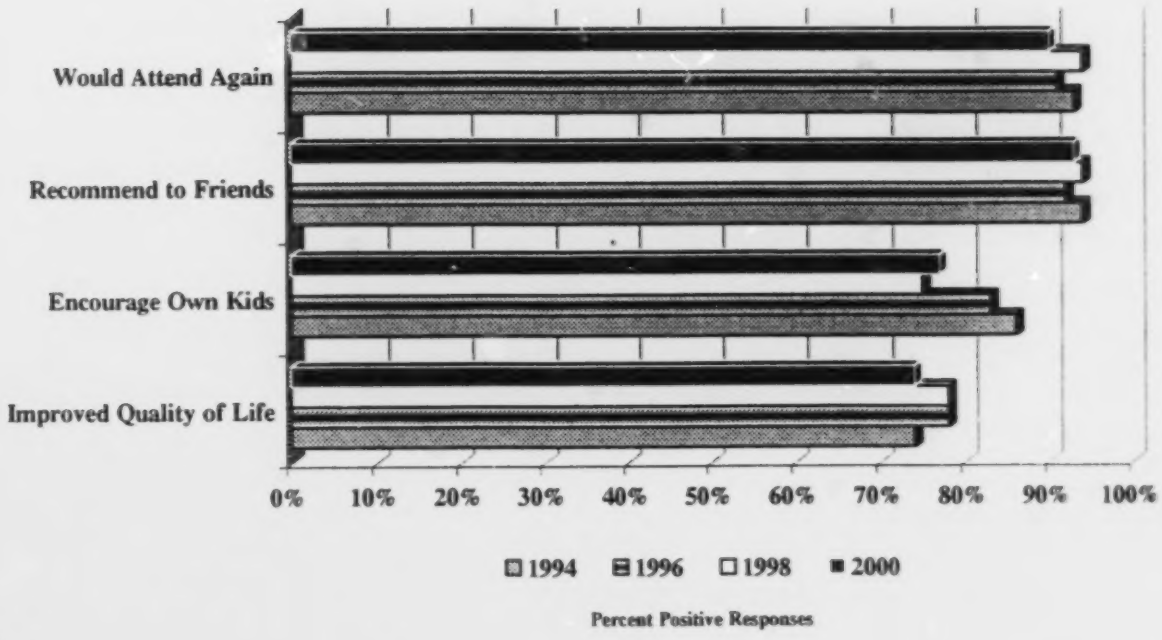
SATISFACTION WITH JCCC

Were respondents satisfied with JCCC?

In each of the years this study has been conducted, the vast majority of respondents expressed satisfaction with their experiences at JCCC. As Figure 5 depicts, nearly three out of four respondents felt their JCCC experiences had improved their quality of life. Furthermore, if starting now nine out of ten indicated they would attend JCCC again.

Although a difference exists between the percent of respondents who would recommend JCCC to friends and those who would encourage their own children to attend JCCC, it is satisfying to note that over 90% of respondents consistently indicated they would recommend JCCC to friends, and eight out of ten would encourage their own children to attend JCCC. See Table 8 in Appendix A for detailed results.

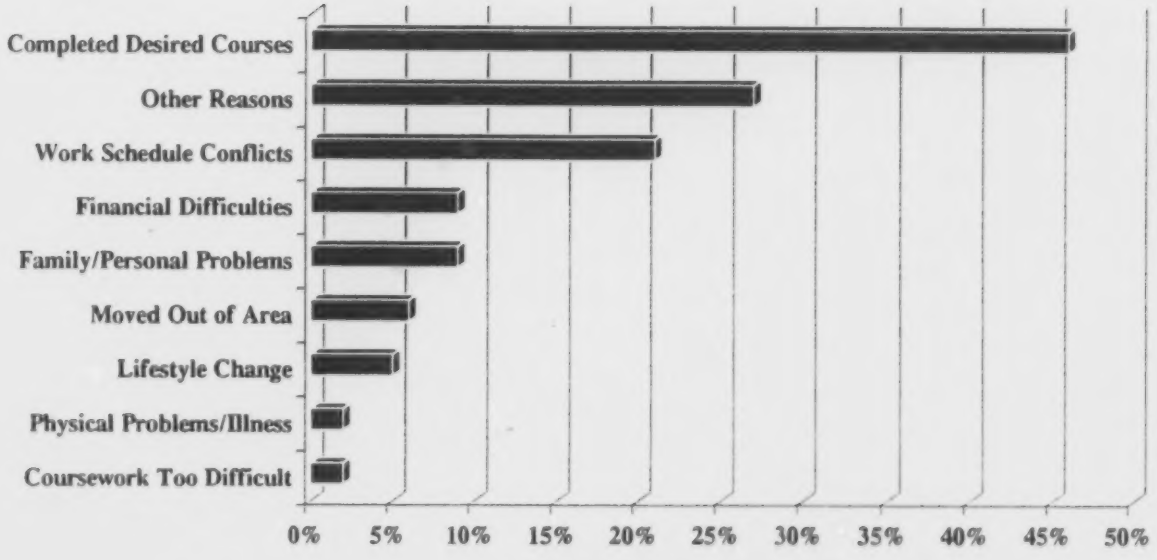
Figure 5
Satisfaction With JCCC



Why do students who have neither transferred nor completed a course of study at JCCC choose not to re-enroll?

As Figure 6 depicts, the primary reason for not re-enrolling at JCCC was because the desired coursework had been completed (46%). Verbatim comments detailing "other reasons" are summarized beginning on page 15. Approximately one in five respondents indicated their reason for not continuing at JCCC was due to work schedule conflicts (21%), and about one in ten cited financial difficulties (9%), or family or personal problems (9%). Note that only 2% of respondents indicated they had left JCCC because they found the coursework too difficult. See Table 8 in Appendix A for detailed results.

Figure 6
Reasons for Leaving JCCC



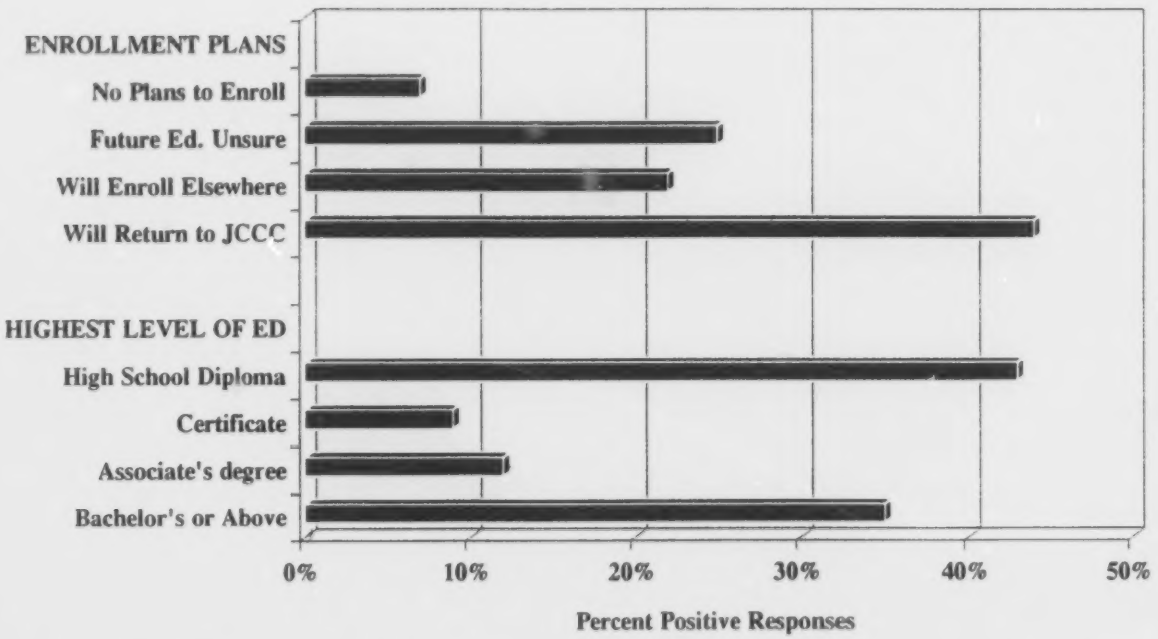
Multiple Response Item; Percentages Not Additive

EDUCATIONAL ACHIEVEMENTS AND PLANS

How much schooling have respondents already completed, and what are their future educational plans?

As Figure 7 depicts, the majority of survey respondents had already completed a postsecondary certificate or degree, yet two out of three planned to take classes sometime in the future. Of those, nearly 44% planned to re-enroll at JCCC. Of note is the relatively small percent of respondents who had no plans to enroll again (7%). See Tables 9 and 10 for detailed results.

Figure 7
Educational Achievements and Plans



SUMMARY OF VERBATIM COMMENTS

Survey respondents provided verbatim comments to several questions on the survey. Following is a summary of those responses. (A complete set of verbatim comments is available upon request from the Office of Institutional Research.)

What other reasons were there for deciding not to continue your studies at JCCC?

Reasons most frequently cited by respondents for not continuing their studies at JCCC (other than those listed on the survey) included already being enrolled at another college or university; being disabled either due to an illness or an accident, and experiencing various personal problems such as pregnancy, divorce, or financial difficulties. Also mentioned as reasons for not continuing at JCCC were that needed courses had been offered at inconvenient times, canceled, or full by the time student registered; high out-of-state tuition rates; and dissatisfaction with a specific course or instructor.

What was your primary educational objective when first enrolling at JCCC, other than those listed?

Most respondents indicated a primary educational objective at JCCC, other than those listed, which dealt with working toward a degree, meeting certification requirements, taking summer or "fun" classes only, or originally enrolling at JCCC simply to pick up one or more courses to transfer into a degree program at another college or university.

Why didn't you achieve your JCCC educational objective?

Among the reasons most often cited by respondents for not achieving their educational objective at JCCC were that respondents were still working toward a degree, undecided as to which course of study to pursue, had problems balancing class schedules and the demands of a job, found that needed courses were offered at inconvenient times, or were experiencing personal problems such as pregnancy, divorce, illness, or financial difficulties.

Why didn't JCCC help you achieve your educational objective?

Very few respondents indicated JCCC had not helped them to achieve their educational objective. Of those who did, the reasons they provided included dissatisfaction with a specific teacher or teaching method, scheduling problems, difficulties in transferring JCCC credits to the university of choice, or not being able to find a job in the career field for which JCCC had prepared them.

What is your current educational objective other than those listed?

Getting a degree was the current educational objective most frequently cited by respondents.

Comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students.

Most of the comments provided by survey respondents were positive, such as "I think you are doing a great job," "An excellent school with a very high quality of education" or "Faculty and staff at JCCC were very helpful." Some respondents offered specific suggestions for improvements, such as:

Get a radio station, swimming pool, and more parking.

It would be nice to have more help in placement in jobs for internships.

JCCC seems to have an invisible sign and aura that says, "Black people, you are not welcome."

Offer classes of interest and for self-improvement especially for 50+ working adults.

The enrollment requirements could be easier for part-time students or those attending at off-campus locations. It is very cumbersome.

Supervisors should audit the discussion areas of Internet classes to ensure that students are receiving the instruction they paid for.

Have more classes on weekends and every day of the week (not much offered on Fridays).

It would be nice to have an appliance class to learn how to work on washers and dryers.

Offer accelerated classes (as Baker University and others do). Regular classroom hours are too time-consuming for working parents.

Need to have some flexibility, such as optional days during the week for the same class so those in careers such as fire fighting can enroll. Offer more services after 5:00 pm. Open the Counseling Center on Saturday.

Make sure instructors are accessible, even for summer classes. Mine had no office hours, even by appointment. The tuition is the same in summer as it is in spring or fall, so services and support should be provided.

There should be more structure of curriculum and supervision of adjunct professors. Make sure the adjunct instructors can teach the subject before you put them in a classroom and waste people's time and money.

APPENDIX A

TABLED FINDINGS

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Table 1

DEMOGRAPHIC PROFILE

	Number of Responses	Percent
Gender		
Male	236	33.8%
Female	447	63.9
Unknown	16	2.3
Age		
Under 25	222	31.8%
25 to 30	103	14.7
31 to 40	129	18.5
41 to 50	146	20.9
Over 50	73	10.4
Unknown	26	3.7
Mean = 33.8; Median = 31.0		
Race/Ethnicity		
White/Other	615	88.0%
Asian or Pacific Islander	27	3.9
African-American	14	2.0
Hispanic	14	2.0
American Indian or Alaskan	7	1.0
Unknown	22	3.1
Marital Status		
Currently married	323	46.2%
Never married	305	43.6
Previously married	54	7.7
Unknown	17	2.5
Family Income		
Under $ 20,000	61	8.7%
$20,000 to 40,000	118	16.9
40,001 to 60,000	139	19.9
60,001 to 80,000	127	18.2
80,001 to 100,000	78	11.2
Over 100,000	92	13.2
Unknown	84	11.9

Table 2

EMPLOYMENT PROFILE

	Number of Responses	Percent
Employment Status		
Employed full-time (30+ hours/week)	401	57.4%
Employed part-time (Under 30 hours/week)	149	21.3
Full-time military	3	0.4
Unemployed, actively looking for work	32	4.6
Out of labor force	100	14.3
Unknown	14	2.0

Employed Full-Time or Military

1998	62.2%
1996	71.0
1994	76.5
1991	67.8

Satisfaction With Full-Time Job		
Very or somewhat satisfied	248	61.4%
Neutral	45	11.1
Somewhat or very dissatisfied	109	27.0
Unknown	2	0.5

Satisfied With Full-Time Job

1998	69.4%
1996	60.6
1994	63.8
1991	69.3

Table 3

JCCC EDUCATIONAL OBJECTIVE

	Number of Responses	Percent
Original JCCC Educational Objective[1]		
Prepare to transfer	181	26.5%
Improve skills for present job	139	20.3
Prepare to change careers	118	17.3
Study topics of interest/self-improvement	97	14.2
Explore career possibilities	68	9.9
Prepare to enter job market	60	8.8
Remedy or review basic skills	16	2.3
Other	81	11.8
Achieved JCCC Educational Objective		
Yes, completely	301	43.1%
Yes, partially	299	42.8
No (see verbatim comments)	96	13.7
Unknown	3	0.4

Partially/Completely Achieved Educational Objective

1998	82.9%
1996	70.1
1994	68.0
1991	74.6

JCCC Helped Achieve Objective		
Yes	535	89.2%
Unsure	42	7.0
No	5	0.8
Unknown	18	3.0

[1]Note. Multiple response item; numbers and percentages not additive. Unknowns have been excluded.

Table 4

JCCC PROFILE

	Number of Responses	Percent
Last JCCC Enrollment		
Fall 1999	199	28.5%
Spring 2000	308	44.1
Summer 2000	176	25.2
Unknown	16	2.2
Semesters Enrolled at JCCC		
1 or 2	256	36.6%
3 or 4	196	28.0
5 or 6	82	11.7
7 or 8	42	6.0
9 or more	57	8.2
Unknown	66	9.5
Mean = 4.5; Median = 3.0		
Credit Hours Completed at JCCC		
Under 16	303	43.3%
16 to 30	142	20.3
31 to 45	65	9.3
46 to 60	39	5.6
Over 60	56	8.0
Unknown	94	13.5
Mean = 23.4; Median = 15.0		
Program Major at JCCC		
Business and technology	207	29.6%
General studies/undecided	137	19.6
Liberal arts	112	16.0
Computer instruction & media resources	81	11.6
Science, health care & math	75	10.7
Physical education	2	0.3
Unknown	85	12.2

Table 5

PERCEPTIONS OF JCCC EXPERIENCES

	Number of Responses	Agree	Neutral	Disagree	Mean
Helped improve critical thinking and problem-solving skills	642	71.2%	25.2%	3.6%	3.88
Enhanced self-confidence	646	65.3	28.5	6.2	3.79
Broadened knowledge of the arts and sciences	645	61.6	32.4	6.0	3.77
Helped improve ability to make constructive use of time	640	60.3	33.3	6.4	3.70
Helped improve written communication skills	641	55.9	37.6	6.5	3.66
Expanded tolerance for people and ideas	639	55.7	38.7	5.6	3.64
Helped improve decision-making skills	641	54.6	39.9	5.5	3.62
Helped clarify values and goals	640	56.3	34.8	8.9	3.61
Helped improve oral communication skills	640	53.0	40.0	7.0	3.59
Helped improve ability to get along with others	639	50.2	43.3	6.5	3.56

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 6

PERCEPTIONS OF JCCC EXPERIENCES BY NUMBER OF JCCC CREDIT HOUKS COMPLETED

	Less Than 15 Credit Hours Completed					15 or More Credit Hours Completed				
	Number of Responses	Agree	Neutral	Disagree	Mean	Number of Responses	Agree	Neutral	Disagree	Mean
Helped improve critical thinking and problem-solving skills	263	64.3%	32.3%	3.4%	3.78	294	78.2%	18.4%	3.4%	3.99
Enhanced self-confidence	264	61.4	31.8	6.8	3.71	297	69.4	25.3	5.3	3.87
Helped broaden knowledge of the arts and sciences	261	52.5	40.6	6.9	3.66	300	68.0	27.0	5.0	3.85
Helped improve the ability to make constructive use of time	261	56.3	38.7	5.0	3.66	296	64.9	28.0	7.1	3.75
Expanded tolerance for people and ideas	260	49.6	45.4	5.0	3.58	295	59.3	34.6	6.1	3.67
Helped improve decision-making skills	262	46.9	49.2	3.9	3.54	294	59.9	34.0	6.1	3.67
Helped improve written communication skills	260	45.0	48.8	6.2	3.52	298	65.8	28.9	5.3	3.81
Helped clarify personal life values and goals	262	50.4	39.7	9.9	3.50	295	62.4	29.2	8.4	3.71
Helped improve ability to get along with others	260	46.2	47.3	6.5	3.50	295	53.2	40.7	6.1	3.61
Helped improve oral communication skills	259	44.0	48.6	7.4	3.49	298	60.1	33.6	6.3	3.67

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 7

PERCEPTIONS OF JCCC EXPERIENCES
BY AGE OF RESPONDENT

	Under 25 Years of Age					Age 25 or Older				
	Number of Responses	Agree	Neutral	Disagree	Mean	Number of Responses	Agree	Neutral	Disagree	Mean
Helped improve critical thinking and problem-solving skills	216	67.6%	28.7%	3.7%	3.81	412	72.6%	23.8%	3.6%	3.90
Helped broaden knowledge of the arts and sciences	218	62.8	33.0	4.2	3.80	413	61.0	31.7	7.3	3.76
Helped improve written communication skills	216	63.9	29.2	6.9	3.77	411	51.3	42.3	6.4	3.60
Expanded tolerance for people and ideas	217	64.1	31.3	4.6	3.76	408	51.0	42.6	6.4	3.57
Helped improve ability to make constructive use of time	217	63.6	28.6	7.8	3.74	409	58.4	35.7	5.9	3.67
Enhanced self-confidence	217	59.9	31.8	8.3	3.69	415	68.0	27.0	5.0	3.83
Helped improve ability to get along with others	215	55.8	37.7	6.5	3.65	410	47.1	46.3	6.6	3.51
Helped improve oral communication skills	216	55.6	37.5	6.9	3.64	410	51.0	41.7	7.3	3.56
Helped improve decision-making skills	215	51.6	42.3	6.1	3.58	412	55.6	39.3	5.1	3.63
Helped clarify personal life values and goals	217	55.8	33.6	10.6	3.57	409	57.0	34.7	8.3	3.63

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 8

SATISFACTION WITH JCCC AND REASON FOR LEAVING

	Number of Responses	Percent
JCCC Improved Quality of Life		
Definitely/Probably	520	74.4%
Uncertain	99	14.2
Probably not/Definitely not	60	8.6
Unknown	20	2.8

Definitely/Probably Improved Quality of Life

1998	77.7%
1996	77.5
1994	73.5
1991	76.2

If Starting Now, Would Attend JCCC Again		
Definitely/Probably	631	90.3%
Uncertain	25	3.6
Probably not/Definitely not	24	3.4
Unknown	19	2.7

Definitely/Probably Would Attend Again

1998	93.9%
1996	90.5
1994	93.0
1991	93.7

Would Recommend JCCC to Friends		
Yes	648	92.7%
Unsure	22	3.1
No	11	1.6
Unknown	18	2.6

Would Recommend JCCC to Friends

1998	93.7%
1996	92.1
1994	94.0
1991	95.6

Table 8 (Continued)

SATISFACTION WITH JCCC AND REASON FOR LEAVING

	Number of Responses	Percent
Would Encourage Own Children to Attend JCCC		
Yes	540	77.3%
Unsure	112	16.0
No	25	3.6
Unknown	22	3.1

Would Encourage Own Children to Attend JCCC

1998	74.9%
1996	83.2
1994	85.5
1991	78.3

Reason for Leaving JCCC[1]		
Completed desired coursework	303	45.7%
Work schedule conflicts	139	21.0
Financial difficulties	61	9.2
Family/personal problems	58	8.7
Moved out of area	38	5.7
Lifestyle change (marriage, pregnancy, etc.)	34	5.1
Physical problems/illness	15	2.3
Coursework too difficult	13	2.0
Other (see verbatim comments)	180	27.1

Note. [1]Multiple response item; numbers and percentages are not additive. Unknowns have been excluded.

Table 9

CURRENT EDUCATIONAL PROFILE

	Number of Responses	Percent
Currently Enrolled		
Yes, full-time (12+ credit hours)	140	20.0%
Yes, part-time	69	9.9
No	478	68.4
Unknown	12	1.7
Highest Level of Education Attained		
High school diploma	299	42.8%
Vocational certificate	64	9.2
Associate's degree	82	11.7
Bachelor's degree	184	26.3
Master's degree	53	7.6
Doctoral/professional degree	8	1.1
Unknown	9	1.3

Attained Bachelor's Degree or Higher

1998	34.4%
1996	14.3
1994	24.5
1991	29.6

Self-Reported JCCC Grades		
Mostly A and B	535	76.6%
Mostly B and C	132	18.9
Mostly C or below	17	2.3
Unknown	15	2.2

Self-Reported JCCC Grades of A & B

1998	76.2%
1996	74.9
1994	78.5
1991	81.2

Table 10

FUTURE EDUCATIONAL PLANS

	Number of Responses	Percent
Current Educational Objective		
Prepare to transfer	155	22.2%
Improve skills for present job	137	19.6
Study topics of interest/self-improvement	87	12.4
Prepare to enter job market	70	10.0
Prepare for graduate school	69	9.9
Prepare to change careers	55	7.9
Explore career possibilities	47	6.7
No plans for more education	44	6.3
Remedy or review basic skills	6	0.9
Unknown	29	4.1
Plan to Enroll Again		
Yes, at JCCC	305	43.6%
Yes, elsewhere	156	22.3
Unsure	176	25.2
No	51	7.3
Unknown	11	1.6
Where, Excluding JCCC		
The University of Kansas	32	20.5%
Kansas State University	19	12.2
Baker University	5	3.2
Emporia State University	5	3.2
Pittsburg State University	5	3.2
Other Kansas colleges/universities	19	12.2
University of Missouri, Kansas City (UMKC)	11	7.1
Metropolitan CC (Longview/Maple Woods/Penn Valley)	4	2.5
Other Missouri colleges/universities	15	9.6
Out-of-area colleges & universities	17	10.9
Unknown	24	15.4

Plan to Enroll Again	
1998	68.5%
1996	74.5
1994	73.5
1991	75.1

APPENDIX B

SURVEY INSTRUMENT AND

COVER LETTERS

JOHNSON COUNTY COMMUNITY COLLEGE
FORMER STUDENT SURVEY
FALL 2000

Dear Former JCCC Student: Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible by filling in the bubbles or writing in your answers where indicated, then return the completed survey to us in envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you!

1. When were you last enrolled at JCCC?

- O Fall 1999
- O Spring 2000
- O Summer 2000

2. Why did you decide not to continue your studies at JCCC? (Mark all that apply)

- O Completed desired classes
- O Financial difficulties
- O Family/personal problems
- O Work schedule conflict
- O Lifestyle change (pregnancy, etc..)
- O Moved out of area
- O Physical problems/illness
- O Coursework too difficult
- O Other: _____

3. What was your major or main area of study at JCCC? _____

4. How many semesters were you enrolled at JCCC?

0	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0

5. How many credit hours did you complete at JCCC?

0	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0

6. What was your primary educational objective when first enrolling at JCCC? (Mark only one)

- O Prepare to transfer
- O Prepare to enter job market
- O Improve skills for present job
- O Explore courses to decide on career
- O Remedy or review basic skills
- O Study topics of interest/self-improvement
- O Prepare to change careers
- O Other: _____

7. Did you achieve your JCCC educational objective?

- O Yes, completely
- O Yes, partially
- O No

If you responded no, please explain, then skip to question 9.

8. Did JCCC help you to achieve this educational objective?

- O Yes
- O Unsure
- O No

If you responded no, please explain why you feel JCCC did not help you to achieve your educational objective.

15. Which of the following best describes your current primary educational objective? (Mark only one)

- O Transfer to another college/university
- O Prepare for graduate school
- O Prepare to enter the job market
- O Improve skills for your present job
- O Explore courses to decide on new career
- O Remedy or review basic skills
- O Study topics of interest/self-improvement
- O Prepare to change careers
- O No plans for more education

16. Are you currently enrolled in any classes (Mark only one)

- O No
- O Yes, enrolled full-time
- O Yes, enrolled part-time

17. Do you plan to enroll in classes again?

- O Yes, at JCCC
- O Yes, at a different college/university
- O Unsure
- O No

If you are planning on enrolling elsewhere, please indicate where

_____

18. Which of the following best describes your JCCC grades? (Mark only one)

- O Mostly A
- O Mostly A and B
- O Mostly B
- O Mostly B and C
- O Mostly C
- O Mostly C and D
- O Mostly D
- O Mostly F

19. What is the highest level of education you have attained?

- O High school diploma
- O Vocational certificate
- O Associate's degree
- O Bachelor's degree
- O Master's degree
- O Doctoral/professional degree

20. What is your current employment situation?

- O Full-time military
- O Employed full-time (30+ hours per week)
- O Employed part-time (under 30 hours per week)
- O Unemployed, actively looking for work
- O Not in labor force (not employed, not looking)

21. If employed, how satisfied are you with your present job?

- O Very dissatisfied
- O Somewhat dissatisfied
- O Neutral--neither satisfied nor dissatisfied
- O Somewhat satisfied
- O Very satisfied

22. Which of the following best describes your race or ethnic category?

- O American Indian/Alaskan
- O Hispanic
- O Asian/Pacific Islander
- O African American/Black
- O White/other

23. What is your current marital status?

- O Single, never married
- O Married
- O Previously married (separated, divorced, or widowed)

24. What is your gender?

- O Female
- O Male

15. Which of the following best describes your current primary educational objective? (Mark only one)

- O Transfer to another college/university
- O Prepare for graduate school
- O Prepare to enter the job market
- O Improve skills for your present job
- O Explore courses to decide on new career
- O Remedy or review basic skills
- O Study topics of interest/self-improvement
- O Prepare to change careers
- O No plans for more education

16. Are you currently enrolled in any classes (Mark only one)

- O No
- O Yes, enrolled full-time
- O Yes, enrolled part-time

17. Do you plan to enroll in classes again?

- O Yes, at JCCC
- O Yes, at a different college/university
- O Unsure
- O No

If you are planning on enrolling elsewhere, please indicate where

_____

18. Which of the following best describes your JCCC grades? (Mark only one)

- O Mostly A
- O Mostly A and B
- O Mostly B
- O Mostly B and C
- O Mostly C
- O Mostly C and D
- O Mostly D
- O Mostly F

19. What is the highest level of education you have attained?

- O High school diploma
- O Vocational certificate
- O Associate's degree
- O Bachelor's degree
- O Master's degree
- O Doctoral/professional degree

20. What is your current employment situation?

- O Full-time military
- O Employed full-time (30+ hours per week)
- O Employed part-time (under 30 hours per week)
- O Unemployed, actively looking for work
- O Not in labor force (not employed, not looking)

21. If employed, how satisfied are you with your present job?

- O Very dissatisfied
- O Somewhat dissatisfied
- O Neutral--neither satisfied nor dissatisfied
- O Somewhat satisfied
- O Very satisfied

22. Which of the following best describes your race or ethnic category?

- O American Indian/Alaskan
- O Hispanic
- O Asian/Pacific Islander
- O African American/Black
- O White/other

23. What is your current marital status?

- O Single, never married
- O Married
- O Previously married (separated, divorced, or widowed)

24. What is your gender?

- O Female
- O Male

25. What is your age?

	☐	☐
0	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0

26. Which of the following best describes your annual family income?

- O Under $20,000
- O $20,000 to $40,000
- O $40,001 to $60,000
- O $60,001 to $80,000
- O $80,000 to $100,000
- O Over $100,000

Any comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future students would be appreciated. Thank you for your help!

November 21, 2000

Dear Former JCCC Student:

As part of Johnson County Community College's continuing commitment to improving its programs and services, we are surveying former students who attended JCCC in fall 1999, spring 2000, or summer 2000, and had not graduated, earned a certificate, left with marketable skills, or re-enrolled at JCCC. We are particularly interested in your opinions of JCCC, whether you met your educational objective at JCCC, and your educational plans for the future.

Please take a few minutes to answer each of the questions on the enclosed survey as completely and accurately as possible, then return the completed survey in the business reply envelope by ***Friday, December 15, 2000.*** Naturally all responses will be kept strictly confidential and reported as group data only. Your responses not only help us to evaluate the services the college provides, but also will be most helpful to us as we plan to meet the needs of future JCCC students.

Thank you for your contribution to this important project, and good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

December 19, 2000

Dear Former JCCC Student:

A few weeks ago we sent you a survey requesting information about whether you met your educational objective at JCCC, your opinions of JCCC, and your educational plans for the future. We are pleased with the response thus far, but would like to make it even better. If you have already completed the survey, thank you very much. Your responses will help us in planning to meet the needs of future JCCC students like yourself.

In the event you have not as yet completed the survey and returned it to us we are enclosing a second copy. Please take a few minutes to answer each of the questions and return the survey to us in the envelope provided by ***Friday, January 12, 2001***. Naturally all responses will be kept strictly confidential and reported as group data only.

Thank you for your contribution to this important project, and good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

Johnson County Community College
Office of Institutional Research
12345 College Blvd.
Overland Park, KS 66210-1299